

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<b><u>Sign Language/Interpreter Preparation</u></b>
<b>COURSE RUBRIC AND NUMBER</b>	<b><u>SLNG 2302</u></b>
<b>COURSE TITLE</b>	<b><u>Interpreting II</u></b>
<b>COURSE CREDIT HOURS</b>	<b><u>3      2      :</u></b> <b>Credits   Lec      Lab</b>

**I. Catalog Description**

Continued development of discourse analysis and interpreting skills for increasingly complex tasks. Utilization of consecutive and simultaneous interpreting scenarios including monologues and dialogues. Emphasizes skill development, self-analysis, and peer evaluation. **Strongly recommended to be taken concurrently with SLNG 1248. Prerequisite: SLNG 2301 with a “B” or better. (2:2). Lab fee.**

**II. Course Objectives**

Upon successful completion of this course, the student will be able to:

- A. Apply basic theories of interpreting and transliteration to interpreting sub-tasks, texts, and spontaneous interpreting tasks.
- B. Demonstrate the function of an interpreter in basic one-to-one and small group environments; including physical and logistical considerations.
- C. Demonstrate the function of an interpreter and interpreter teams in one-to-one and small group settings, including interpreter preparation and physical and logistical considerations.
- D. Identify function and benefits of a intermediary or “Certified/Deaf Interpreter” as a critical member of an interpreter team in the targeted course situations/settings.
- E. Apply the NAD-RID Code of Professional Conduct and role of an interpreter important to effective interpreting as they apply to targeted frequently encountered situations i.e., medical/mental health; MLS; artistic, religious, and/or other platform situations.
- G. Develop vocabulary related to targeted medical. and social services.
- H. Apply interpreting skills to intermediate level targeted/predictable texts and contexts with a high degree of accuracy with both monologues and dialogues.
- I. Prepare for state certification processes.

**III. THECB Learning Outcomes (WECM)**

1. Demonstrate production of dynamic message equivalence in interpretations at an intermediate level.
2. Apply cognitive processing skills to interpreting tasks.
3. Demonstrate self and peer evaluation skills.

**IV. Evaluation**

- A. Grading Scale-a standard grading scale will be employed

100-90	=A
80-89	=B
70-79	=C
60-69	=D

50-0

=F

- B. Evaluation of Performance Demonstrations in Class or Lab
  - a. Based on conceptual accuracy of dynamic message transfer.
  - b. Prosody and fluency of message of transmission.
  - c. Targeted interpreting/transliterating techniques and strategies
  - d. Professionalism as applied to case studies and Deaf Community interactions
- C. Role Play Evaluations
  - a. Demonstrating an understanding of the current Code of Professional Conduct
  - b. Demonstrating an understanding of function as member of the interpreter and team
  - c. Demonstrating high degree of linguistic accuracy in message transfer.
- D. Interpreting Skill Evaluations

Pre- and Post-Videotaped Evaluations

Grades will be based on accuracy and improvement on targeted structures and features.

Expressive and receptive interpreting skills will generally be assessed using a five point (5 highest and 1 lowest) scale based on the parameters as established by state of the art practices. Grading will represent the actual skill production of the piece. Class averages may be weighted or curved to reflect the average competencies of the entire class.

Students who are not able to demonstrate expressive and receptive interpreting skills on the final comprehensive exit interpreting exam equivalent to 70% of higher will receive department advising regarding need for remediation and repetition of the course competencies. This is separate from written examinations and other non-skill based classroom averages.

## V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

## VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

## VII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.